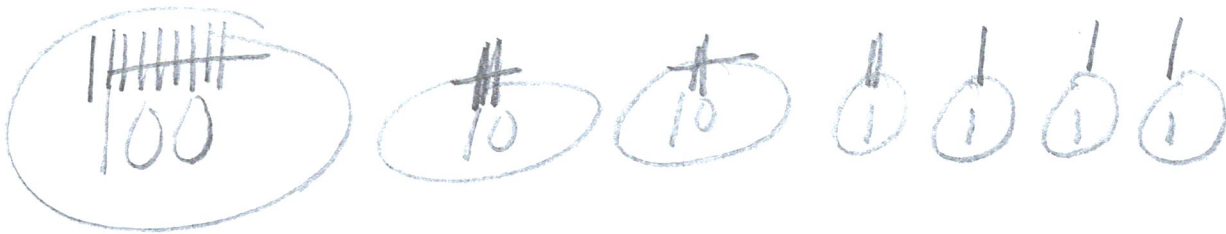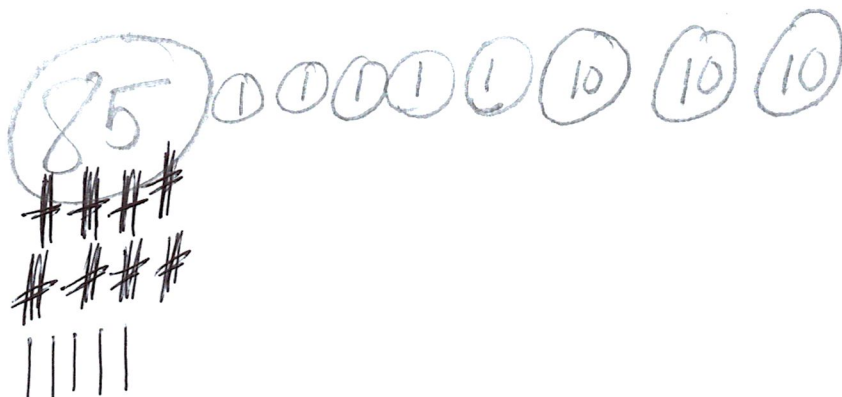Name _____ Date _____

A. Draw, label, and box 100. Draw pictures of the units you use to count from 100 to 124.

_____

B. Draw, label, and box 124. Draw pictures of the units you use to count from 124 to 220.

C. Draw, label, and box 85. Draw pictures of the units you use to count from 85 to 120.
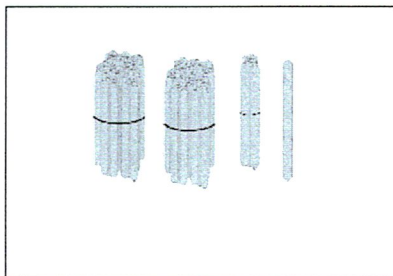

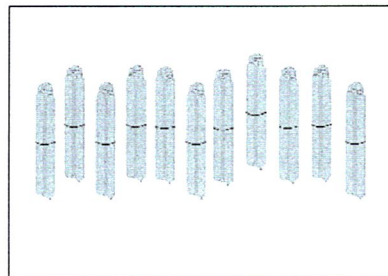D. Draw, label, and box 120. Draw pictures of the units you use to count from 120 to 193.

COMMON CORE

Lesson 2:
Date:

Count Up and Down Between 100 and 220 Using Ones and Tens
11/20/12

engage^{ny}

3.B.11

5

Name _____   Date _____

1. These are bundles of hundreds, tens, and ones. How many straws are in each group?

_211_ straws   _110_ straws

2. Count from 96 to 140 with ones and tens. Use pictures to show your work.

96, 97, 98, 99, 100, 110, 120, 130, 140

(96) ① ① ① ① (10) (10) (10) (10)

3. Fill in the blanks to reach the benchmark numbers.

35, _36_, _37_, _38_, _39_, 40, _50_, _60_, _70_, _80_, _90_, 100, _200_, 300

Name _____   Date _____

1. How many in all?

☆☆   ☆☆   ☆☆   ☆☆   ___40___ ones = ___4___ tens
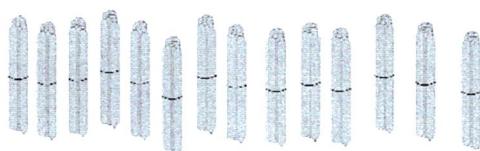
☆☆   ☆☆   ☆☆   ☆☆

☆☆   ☆☆   ☆☆   ☆☆   ___40___ stars in all.

☆☆   ☆☆   ☆☆   ☆☆

☆☆   ☆☆   ☆☆   ☆☆

2. These are bundles with 10 sticks in each.

   a) How many tens are there? ___14___

   b) How many hundreds? ___1___

   c) How many sticks are there in all? ___140___

3. Sally did some counting. Look at her work. Explain why you think Sally counted this way.

   177, 178, 179, 180, 190, 200, 210, 211, 212, 213, 214

   Sally is counting using tens and ones.

4. Show a way to count from 68 to 130 using tens and ones. Explain why you chose to count this way.

   68, 69, 70, 80, 90, 100, 110, 120, 130

5. Draw and solve.

   In her classroom, Sally made 17 bundles of 10 straws. How many straws did she bundle in all?
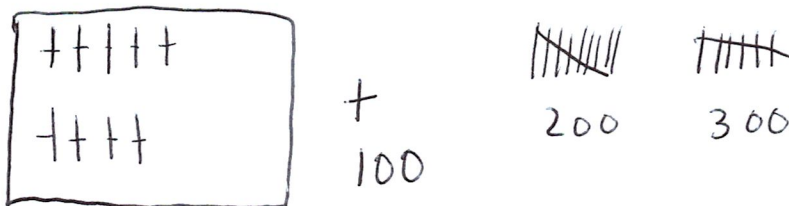
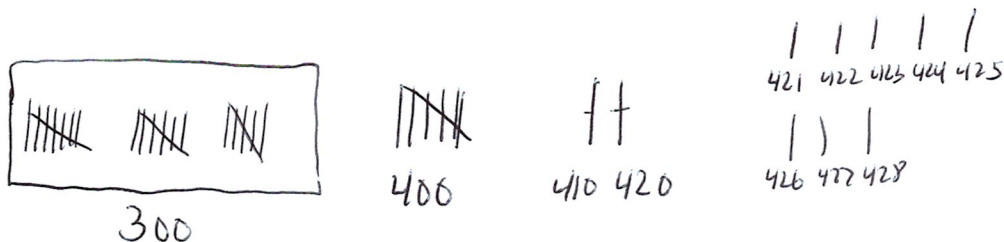 |||| |||| |||| |||| |||| |||| |||| |||| |||| |||| |||| |||| |||| |||| |||| |||| ||||

   170 straws were bundled.

Name _____   Date _____

A. Draw, label, and box 90. Draw pictures of the units you use to count from 90 to 300.

++ ++++
++++
+ 100

////////   ///////
200   300

B. Draw, label, and box 300. Draw pictures of the units you use to count from 300 to 428.

////// ////// /////
300

//////
400

++
410 420

/ / / / /
421 422 423 424 425

/) /
426 427 428

C. Draw, label, and box 428. Draw pictures of the units you use to count from 428 to 600.

///////// ///////// ///////// /////////
++ /////////

+   +   +   +   +   +
429 430 440 450 460 470

+   +   +   //////
480 490 500 600
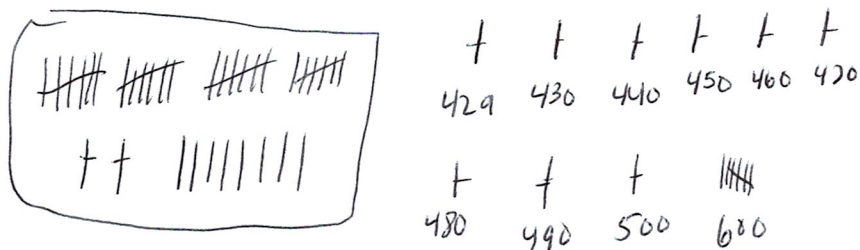
D. Draw, label, and box 600. Draw pictures of the units you use to count from 600 to 1000.

////// ////// ////// ////// ////// //////
600

//////   //////   //////   //////
700   800   900   1000

Name _____   Date _____

1. Draw a line to match the numbers with the units you might use to count them.

    300 to 900   ones, tens, and hundreds

    97 to 300   ones and tens

    484 to 1000   ones and hundreds

    743 to 800   hundreds
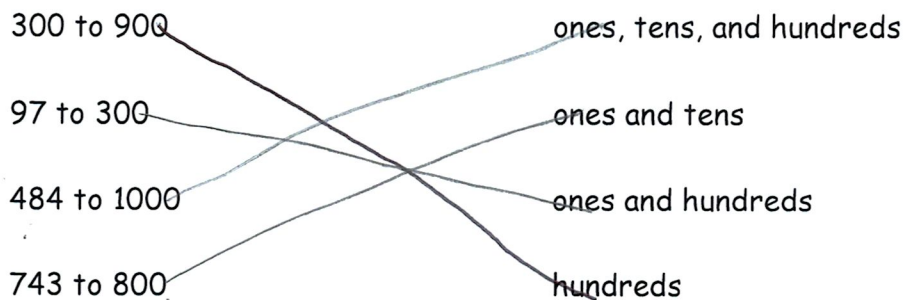
2. These are bundles of hundreds, tens, and ones. Draw to show how you would count to 1000.
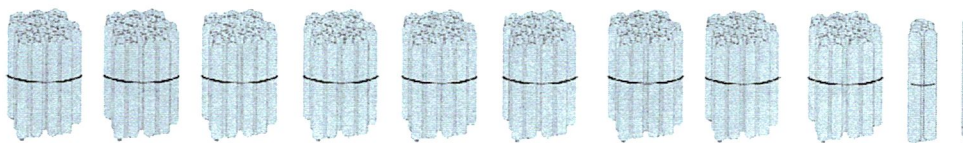
Name _____   Date _____
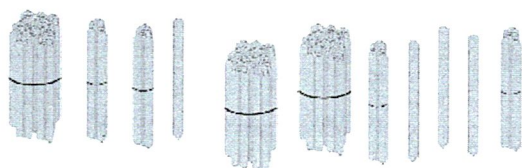
1. Fill in the blanks to reach the benchmark numbers.

   a) 14, _15_, _16_, _17_, _18_, _19_, 20, _30_, _40_, 50

   b) 73, _74_, _75_, _76_, _77_, _78_, _79_, 80, _90_, 100, _200_, 300, _310_, 320

   c) 65, _66_, _67_, _68_, _69_,, 70, _80_, _90_, 100

   d) 30, _40_, _50_, _60_, _70_, _80_, _90_, 100, _200_, _300_, 400
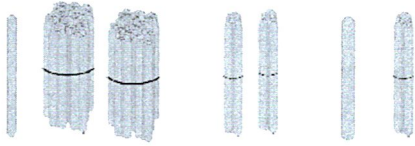
2. These are ones, tens, and hundreds. How many sticks are there in all?

   There are _3 44_ sticks in all.

3. Show a way to count from 668 to 900 using ones, tens, and hundreds.

4. Sally bundled her sticks in hundreds, tens, and ones.

a) How many sticks does Sally have? _____232_____

b) Draw 3 more hundreds and 3 more tens. Count and write how many sticks Sally has now.

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COMMON CORE

Lesson 3:

Date:

Count Up and Down Between 90 and 1000 Using Ones, Tens, and Hundreds

11/20/12

engage^ny

3.B.25

11

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